Dates to Remember

April 2016

Friday 8th
End of Term 1 2016

Wednesday 27th
Students start - Term 2 2016

May 2016

Thursday 5th
After School Friendship Group

Thursday 12th
Student Photo Day
Community Time - Presented by Business Class

June 2016

Thursday 2nd
After School Friendship Group

Friday 3rd
Open Day

Monday 6th
Public Holiday - Western Australia Day
No School

July 2016

Thursday 9th
Community Time - Presented by Hospitality Class

Thursday 16th
After School Friendship Group
Parent Network Group Meeting

Thursday 23rd
Community Time - Presented by Darwin Class

Thursday 30th
After School Friendship Group

Friday 1st
Last Day - Term 2
Dear Parents/Guardians,

What a fantastic Term 1, we have had with many highlights and moments to celebrate. Highlights included the school swimming carnival and interschool swimming carnival as well as student successes in Revamp Bikes, Circus Skills, Music Rocks and Aboriginal Cultural Studies including the excursion to Kings Park.

It has been a delight to welcome our new year 7 students into the school and to see them engaging in the many varied experiences that high school brings.

For the second year now our Year 10 students have acted as ’Big Buddies’ for our year 7’s at lunch and recess, playing chess, providing support and ensuring our younger students feel safe and happy. This has been a positive leadership and transition initiative which has benefited both groups of students.

Our Senior School students have also transitioned positively this Term and have been working extremely hard on VET Qualifications, ASDAN, Workplace Learning and Enterprises. The school Ball was a fantastic event. Our year 12’s looked magnificent and enjoyed a wonderful evening of dancing, socialising and having fun. Well done year 12’s!

In line with our Business plan 2014-2016, the school is committed to maximising student achievement as well and health and wellbeing. Developing a strong culture of safety, care and optimum wellbeing for staff and students is a core focus for the school. Our objective is for every student to flourish and lead meaningful and fulfilling lives. This year we are continuing to implement our Positive Education Model, HAPEER. The acronym HAPEER represents the 6 domains an individual needs flourish: Positive Achievements, Positive Purpose (and meaning), Positive Emotions, Positive Engagement and Positive Relationships. This year students will learn about character strengths and also resilience. We are building on the work we commenced last year in aligning the school’s social and emotional learning programs, health programs and systems to the six domains so that we can optimise students health and wellbeing.

The school has been granted Teacher Development School status for the next 2 years. We will continue to work with other schools and share our expertise in the areas of Transition Planning and Health and Wellbeing. In term 1, Hannah Stoneham our TDS coordinator presented workshops to several schools in the state including the Kimberly Region.

At our first Parent Network Meeting we gathered together for a coffee and catch-up. Parents received information from our Occupational Therapist and Speech Pathologist around communication, social skills, friendship and the work they are doing in the school to support students.

Our Friendship Group for students has commenced again this Term. All students are welcome. The group meets every second Thursday after school for an hour and is led by our fantastic Down South Speech Pathologist Danielle Brockman and Occupational Therapist, Elizabeth Earl. The students have afternoon tea and participate in lots of fun games and activities.

Thank you to all our parents/guardians for your support during Term 1. We were delighted to announce that next Term in week 6, June 3rd from 8.45-10-30am we will open the school up to all our parents and prospective parents for an Open Morning. Parents will have the opportunity to see students work and successes, as well as accessing information from external agency providers in the area of careers and health and wellbeing.

We look forward to another action packed and positive Term ahead.

Many thanks

Kim McCollum
Principal
Stirling Year 7

In Term 1, our Year 7 students went to Aqua Jetty once a day, for two weeks, as part of the departments’ interim swimming program. With swimming pools and beaches a part of our Western Australian lifestyle, the program enables children from beginner through to advanced levels, to learn techniques of survival, rescue and resuscitation. The students were placed into small groups and were able to work closely with a swimming teacher to build their skills in the water. Before each lesson, the students sat with their swimming teacher to look at charts about water safety before commencing their lesson in the water. At the end of the fortnight, the students completed their final assessment and we received many certificates acknowledging their excellent participation and/or increase from previous swimming level. The weather was quite hot during this time so it was also the perfect opportunity for everyone to cool off.

We saw a boost of confidence in every swimmer since that first lesson so, congratulations to you all.

Collins Year 7

This term, our Year 7 students have started a new program called Protective Behaviours. This program’s focus is to help students with their own personal safety. It helps to teach them the skills and strategies to identify, respond to and seek assistance in a range of unsafe situations.

The students started the term off by exploring what feelings they felt when they were safe and unsafe. They did this by tracing themselves on some large white paper and drawing what they felt and where they felt that feeling.

For example, every student drew butterflies in their stomachs because it was how they felt on their first day of school. Many different feelings were addressed and students learned that not everyone has the same reaction or feelings to the same situation.

Better understanding their bodies reactions and feelings has given students a real boost in confidence in keeping themselves safe in different situations which they may come across being the new kids on the block.
During literacy sessions this term, the focus was creating interesting and engaging persuasive writing pieces.

Following the ‘I do, We do, You do’ approach to teaching, students were shown exposition examples and techniques. Next, students worked alongside staff in a small group and were given the opportunity to work collaboratively. Then students attempted creating their own persuasive pieces independently.

They also got to practise their computing and word processing skills when typing up their finished works using Word on the laptops.

Topics included convincing their readers why it is important to be sun smart, if children should make their own beds, and why everyone should look after their teeth. Students confidently expressed their opinions during class presentations.
Darwin Year 9

Cross Curricular and Indigenous Studies

Welcome from Year 9 Darwin. This term, we are exploring what is volunteering and what it means to the person who is giving up their time. Additionally, what it means for the people or organization that are very fortunate to be at the receiving end. We had a very determined lady, called Katie, who works for Variety WA, come in to talk about volunteering and how important volunteers are for continued success of Variety WA.

We had another incursion at the start of this term from Emily who works for Indigenous Community Volunteers (ICV). Emily gave us all a great insight into work carried out by ICV in urban, regional and remote areas of Australia. Emily shared some fascinating stories such as having to drive almost six hours to go to a shop!

As part of our cross-curricular program this year, each class in middle school is going to be developing an enterprise. The money raised from each enterprise is going to be donated to ICV. Both Year 9 classes will be working together to make and sell smoothies. At the moment, we have set up four teams: Finance Team, Marketing Team, Research Team and Development Team. This is proving to be a massive success.

At the moment we are working on who our target customers are, our logo, getting in contact with supermarkets and researching different flavours and what equipment we may need to purchase. Everyone is working so well, both in their teams and as part of the wider team which is year 9.

In order to gain a greater understanding into Indigenous culture, we are currently exploring two texts: “Home to Mother” by Doris Pilkington Garimara and “Stolen Girl” by Trina Saffioti and illustrated by Norma MacDonald. Both books tell of the Stolen Generation and how children were taken to government, religious or welfare institutions all over Australia.

All students are enjoying reading the texts, however, all noted that it is very sad that this happened and the trail of devastation it left behind.

We look forward to developing our enterprise this term and continue to explore and learn about the interesting culture that is Indigenous Culture.
Welcome from year 9 Stirling. This term our mathematical focus has been on place value and number operations. The students have been very busy participating in various activities to reach their mathematical objectives. The routine consists of completing drills at the beginning of the session.

These drills are designed to improve the students' mathematical fluency by giving them the opportunity to practice their numerical skills on a regular basis. The drills are a mix of addition, subtraction, division, multiplication and problem solving.

The math lesson of the day is taught using the ‘I do, we do, you do’ model. The students are supported using a gradual ‘release of responsibility’ teaching method. The lesson itself incorporates a variety of teaching strategies including using technology, games, manipulatives and written work. In particular the students have enjoyed tracking their progress by using the iPads to document their working out.

In the Stirling classroom, the students love a good competition. We have been playing team games that require both cooperation and mathematical thinking. One of the favourites, from the term, has been the ‘Who Wants To Be a Millionaire’ place value quiz.

As well as the daily maths sessions, once a week students from Stirling Year Nine join up with their peers in Ms.

Glancy’s room for Maths Games. Mr. Harries teaches this session and our wonderful education assistants are there in support.

The students are broken up into small groups and they each take turns playing a variety of games. This session has been a big success. The students come back to class showing pride in the abilities they were able to display for their peers. Each week students run up to tell me about the games they played and how many times they won.

It has been a fantastic start to the year in the Stirling classroom. We have all thoroughly enjoyed getting to know each other and working together to achieve our goals.
**Business Class Year 10**

In Term 1 our Year 10 business class has started with a very positive and bright outlook on the year ahead.

Our classroom has a very calm and positive vibe which has led to some very exciting and creative ideas. We have a wide array of enterprise ideas ranging from using recycled materials to create storage pieces to sewing and candle making. The year is promising to be filled with excitement and fun learning for all.

Ronan has begun his adventures in the kitchen. He has started his own cooking program. Ronan has produced a variety of different cuisines and shared them with his classmates. He will continue to develop his cooking skills and add exciting recipes to his cookbook.

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**Transport and Logistics Year 10**

This year has started off really well with the Transport and Logistics Team.

We have started our enterprise of delivering photocopy paper to the mainstream staff offices. The students have been learning about the correct way to lift boxes and have been practicing this through their enterprise.

On Wednesday 2nd of March, we went on an excursion to the Australia Post Distribution Centre in Rockingham where we saw how the distribution centre operated. We saw where the parcels were sorted into alphabetical order to be collected by customers and how the deliverers sorted the mail ready for delivery to the homes. The students were able to help to serve some of the customers by finding their parcels and checking for the correct tracking code and name.
The Automotives, Building and Construction Class have had an incredibly busy start to the year.

Workplace Learning began almost instantly. All eight of the boys have found placements in which they are immediately showing strong results, they are enjoying their work and developing the Core Skills for Work.

In week five all of the boys started TAFE. Some were placed at Challenger in Rockingham for Building and Construction. Some were placed at TAFE Kwinana for Auto and some are working towards a Leadership Certificate!

Our class was lucky enough to be the first to present our Community Time, which the boys did fantastically well at in a new environment. All eight spoke clearly and confidently and should be commended for their efforts.

Some of our students participated in the recent Swimming Carnival and performed really well, so a huge congratulations to Ryan and Bailey.

Students participated in the first of their ASDAN excursions, investigating different forms of transport on an excursion to the Fremantle Maritime Museum, where exhibits included touring a submarine.

With the term flying by, the boys are working hard in class to ensure that they complete all their work. Before we know it, the year twelve’s will be leaving us, while the year elevens won’t be far behind!

We will also be starting our new Enterprise early next term and in the meantime we will be working with one of the local Primary Schools on a very special project. So stay tuned as we reveal all in the next newsletter!
Hospitality Class Years 11 and 12

Wow! 2016 appears to be moving at hyper-speed! What a fast start to the year! In Hospitality this year we are very lucky to have a class full of budding baristas eager to make a start on our class’s first two espresso enterprises for the year. Starting in Term 2, the class will be building partnerships and paving pathways by taking our mobile coffee enterprise called “Coffee Up Cafe” to Gracehaven Aged Care Facility in Rockingham.

Our cafe will once again serve delectable afternoon delights and rich earthy coffees to the good people at Gracehaven Village on Wednesday afternoons. In addition to running our mobile coffee enterprise out in the community, we will also run a take-away coffee shop right here at school on Monday mornings. Both enterprises will aim to prepare cafe quality coffees that are rich in taste and flavour at accommodating prices.

In preparation for our grand opening next term the students have been busily working to demonstrate their understanding of hygienic practices for food safety and safe work practices to ensure that we are in line with Industry standards and expectations. This year’s group has quickly recognised the importance of Occupational Health and Safety theory and how this theory guides safe work practice when working through the BELIEVE program in the Hospitality class. This is very encouraging to see.

Here is a list of the core skills and the students have enthusiastically embraced: ASDAN; Guided reading and comprehension through the Reading A-Z program; solving number problems with the jump strategy approach to skip counting; vocabulary building through the Oxford word lists and our ever expanding word wall; creative writing and editing using the CHIMPSS writing checklist; Paths and positive self-statements; the character strengths survey; the learning styles survey; workplace learning and employability skills; IT in the classroom and Apps such as Aurasma that turn everyday objects into interactive opportunities and goal setting for Senior School pathways.

We are in for a very exciting year!
Leadership Class Years 11 and 12

Term 1 has been about developing skills necessary for effective leadership across the school and within the wider community. Students have participated in many creative learning experiences designed to improve team building skills including; communication, problem-solving, time-management, self-management, organisation and initiative.

The Leadership class delivered a very important message about bullying during the recent ‘Community Time’ presentation. Students demonstrated what is bullying behaviour and what is not bullying behaviour through explicit, modelled example. They took the initiative to create bookmarks for every student as a reminder of what to do to avoid bullying and what to do if faced with bullying behaviour.

Currently students are working hard to complete units of study within Certificate 1 in Leadership Development; a course which fosters our class focus on core work skills extremely well. Students are also completing Work Place Learning with much success. In the near future it is envisioned that some students may attain School Based Traineeships, further work place learning opportunities and further exposure to the vocation of their choice in an effort to secure paid employment and/or further qualifications as they move towards leaving school.

Well done so far Leadership Class!
Directions Team

We have now entered into autumn, after what seemed a very hot summer. All systems are full steam ahead in the Directions Office.

This year we have 21 students enrolled in our Year 13 Programs. These are students who attend TAFE; are employed part-time or under a School Based Traineeship in various industries.

The students still come to school but only into the Directions Office. We discuss and help them understand their TAFE or Traineeship course and support them with any other problems they might be going through at their work placement.

Seeing these young people weekly and watching how they have developed into mature young adults is a credit to their parents/guardians and the school and gives us so much pride.

Direction Class Year 13

2016 holds many exciting things for the Directions Class. In addition to the student’s TAFE courses, work placements and ASDAN units, we also have a focus on social skills and wellbeing.

We start each morning with 20 minutes of fitness, depending on the weather, this is either a few laps around the oval or a series of yoga stretches. Initially, the students were reluctant to try yoga but after some practice, have become more confident and can even identify that they feel more relaxed after they do the stretching and breathing exercises.

Additionally, we have been volunteering to assist Margaret the School Chaplain. By making rolls and sandwiches which are made available to students, this fits in well with our ASDAN unit Independent Living. Our other ASDAN unit is Using Transport, we have been learning how to use the Transperth website to plan our journeys and to inform us of which stop to use and what times the transport is available.

Last Thursday we joined the Leadership and Building and Construction class on an excursion to Fremantle and the Maritime Museum. This gave us many opportunities to practise using different modes of transport as well as having a look at some very interesting things at the museum and enjoying a day out with our friends.

We have also been asked to provide catering for an outside agency. This involves students devising a menu, writing a shopping list, looking up suitable recipes and making the food and following correct hygiene procedures.

Other exciting endeavours, in which our students are involved, also include: work placement at Red Dot, Good Sammy, Dome Café, and Class 1 Café at Rockingham Orthodontic Centre.
Bike Program

The Revamp Bike Program has re-commenced for 2016 and looks to be a fantastic way for our students to start their week. Students currently engaged with the program have been working hard. Already we have had two bikes completed and sent home this year!

On joining the program, students are asked to choose from a selection of donated bikes in need of repair, and are assisted to completely strip down the bike to its frame, sand and repaint the frame to a colour they prefer and then rebuild the bike back to its former glory. The students have demonstrated admirable enthusiasm toward this program. It imparts many positive messages, one of the most important being that, with hard work, comes a sense of accomplishment.

A very special thank you needs to be extended to our bike club community volunteer, Eric Maddock, who has provided invaluable guidance to staff and students alike. Eric your expertise and generosity in donating your time is very appreciated by the Warnbro Education Support Centre, and I personally am looking forward to working with you and learning more about how bikes work.

If you have an old bike that you no long wish to keep and wish to donate this to our program, please feel free to call me on 0423798452.

Tim Harries
Bike Club Coordinator
Note from the Mathematics Co-ordinator

Math Games

- Playing games encourages strategic mathematical thinking as students find different strategies for solving problems and deepen their understanding of numbers.
- Games give students opportunities to explore fundamental number concepts, such as the counting sequence, one-to-one correspondence, and computation strategies.
- When played repeatedly, games support students’ development of computational fluency.
- Games have the potential to allow students to develop familiarity with the number system and with “benchmark numbers” (such as 10s, 100s, and 1000s) and engage in computation practice, building a deeper understanding of operations.
- Games support a school-to-home connection. Parents can learn about their children’s mathematical thinking by playing games with them at home.

Kitty Rutherford

Cross Out

Cross out is an activity for two students.

Each student writes the numbers 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 on a piece of paper.

They take turns to roll two regular dice, add both numbers rolled and cross out the total on their piece of paper.

The first player to cross out all the numbers is the winner.

Salute

Short deck, cards 2-10 (3 players)

Deal one card each, face down.

When the dealer says “salute”, each player raises the card to his or her forehead.

The dealer states the total of the cards.

Each player has to determine the value of the card being held to his or her forehead by looking at the other person’s card and subtracting this amount from the total.

Note from the Literacy Co-ordinator

One of our foci for English in 2016 is the explicit teaching of social skills. Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally. This may be through our gestures, body language and our personal appearance. For students with additional needs they require social skills to be explicitly taught to support interaction, friendships and understanding emotions. The teaching of social skills is an ongoing process, as each age group requires new understandings. For example a young child may need to focus on taking turns or sharing, while an older child may require the skills to catch public transport, understand sexuality and more.

At Warnbro Community High School Education Support Centre we are explicitly teaching the skills during class, at recess and lunch. Our teachers are working collaboratively with our speech and occupational therapists to ensure we achieve positive outcomes through scaffolds and modelling.

Additionally social skills can be taught in the home by selecting a goal a week and teaching it in a range of different situations as it can be difficult to generalise the skill to different environments. When supporting your child, tell them what to do, not what not to do. Instead of ‘no Jessica’ it is not your turn. Jessica wait, Peter first.

Ideas for goals may include: waiting, personal space, eye contact, complimenting, asking questions, responding to questions, sharing, waiting, asking to join in a game, conversations.
Notes from Middle School Deputy

Welcome to all the new families who are joining our community for the first time, and all the returning families. I look forward to our collaboration in ensuring your child achieves success in their high school years.

We have had a productive start to 2016, with student participation in swimming, cross curriculum activities and alternative programs. The year seven students commenced in Term swimming lessons in week 2, our school swimming carnival was in week 4 and interschool swimming carnival in week 6. The students demonstrated excellent participation skills and achieved great result that made us all very proud. To support our cross-curriculum studies, we have had an Indigenous Infusion incursion, and two separate visits from volunteers outlining their roles within the community.

Identifying the importance of volunteers is a focus of the school’s HAPEER Positive Education Model. We believe it is important to provide opportunities for our students to have a positive purpose and recognise the value of helping others.

Our students also have had the opportunity to participate in alternative programs. Some of our students have been attending Bike Club every Monday, while other students are participating in Music Rocks on Thursday’s.

Along with the work that students are doing in the classroom we have also been developing social interaction and inclusion, during lunch, through a circus program. Every Friday the students develop new skills with the support of skilled circus performers from Circus Challenge. In these sessions the students, have the chance to gain new skills, develop their confidence, self-esteem and resilience.

It is fascinating watching them persevere at learning a new skill. We hope our students will transfer these skills into the classroom and when interacting with others.

We trust the rest of the year will be just as productive and I look forward to us actively working together to support your child’s learning.
Note from Senior School Deputy

What an amazing start we have had to 2016 with huge celebrations already. The Senior School has developed further partnerships with Businesses in the Community. Our Building & Construction class is providing support to Koorana Primary School to create a sustainable garden to beautify their school. The Hospitality class are eagerly awaiting their return to Gracehaven Aged Care, where they provide afternoon tea, allowing the students to practise their hospitality skills. The directions class has continued to provide a catering service of savoury and sweet dishes to the Disability Services Commission. The recipients greatly appreciate the service provided by our Directions Class. The Leadership class has commenced their Certificate 1 focusing on self-awareness and the fundamentals of Leadership and have already attended their first Leadership Conference for the year. The Transport and Logistics class has forged a new partnership with Australia Post who host our students once a week in an attempt to practise work place learning skills. The Business class has commenced its ‘in school’ enterprise, working in a simulated office environment. We are tremendously proud of our the senior school student achievements in Term 1.

Positive Behaviour Support

Warnbro Community High School Education Support Centre is actively using the whole school approach to positive behaviour. Staff and students have been working collaboratively to enforce the PBS ethos at school, identifying all of the expected behaviours. PBS is a framework for improving student academic and behaviour outcomes to ensure all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible.

At Warnbro ESC, the three whole school behaviour expectations are:

- Be Respectful
- Be Responsible
- Be Your Best

In PBS the expected behaviour is explicitly defined where students have a clear understanding of the behaviour and expectation and the expected behaviour is taught and rewarded. During Community Time, each class is allocated a specific behaviour expectation which they teach the whole school. Students highlight the expected behaviour on film. They focus on good positive behaviour and also show examples of incorrect behaviour. This approach enables students to clearly identify both positive and negative behaviour in an entertaining video format. This humorous visual approach allows students the opportunity to view expected behaviours while remembering the message. After each Community Time, teachers will focus on the key expectation for two weeks rewarding the positive behaviours they see in action with a “Pos Card”. Then “Pos Cards” are drawn at the following Community Time and the lucky winner receives a gift voucher.

Reminder:

The purpose of the PBS Team is to develop a safe and positive environment where students’ academic, health and wellbeing outcomes are maximised. This will be achieved through consistent, whole school practices and processes and evidence based decision making.

Warnbro ESC uses the PBS 4:1 ratio (4 positives to one correction), creating a clear or common understanding of behaviour expectations between staff, students and the community.
Speech & Language Therapy

Danielle, our speech-language pathologist (SLP) is working at Warnbro Community High School Education Support Centre as part of the educational team. She provides support to students with special needs in language, speech, fluency (stuttering), literacy, and alternative and augmentative communication such as AAC.

Danielle’s role as SLP at our school is to:

- assist to identify students with special needs in communication
- assist to determine the educational needs of these students
- assist to develop appropriate educational programs for these students
- provide one on one speech and group speech therapy sessions to those students requiring targeted assistance in any area of speech and or language.

Occupational Therapy

Elizabeth is an Occupational Therapist who specialises in children, teenagers and adolescents. Occupational therapy focuses on the ‘occupations’ of a student – learning, social, communication, emotional, sensory, self-care and play. Difficulties in these areas can impact upon overall performance and participation, so interventions are provided in a fun, functional and meaningful way. Elizabeth will be working collaboratively with teachers, educational assistants and students to further develop these skills and to prepare for life outside of school.

Elizabeth’s role at our school is to further develop:

- Sensory regulation within the classroom and playground
- Emotional regulation
- Foundation learning skills (fine motor, gross motor, motor planning, visual processing, etc)
- Social skills and friendships
- Self-care skills

Independent Living Centre

We are pleased to once again continue our Partnership with Independent Living Centre. Prue is working with staff and students at school every Thursday. The focus of her role is to develop staff and student skills in using alternative and assisted modes of communication. She supports the teaching staff to incorporate communication within their everyday class activities. This program will continue throughout Term 2.
Wellbeing Team

HAPEER and Mindfulness Practices

Mindfulness is one element of our HAPEER Positive Education model and part of a whole-school approach to supporting student and staff wellbeing. A mindfulness practice programme called Smiling Mind has been introduced to all staff this year and will soon be trialled in some classes.

Parents of students involved in the programme will be provided with an information package outlining the aims of the programme. However, for your general interest, below are some frequently asked questions:

What is mindfulness?

Mindful awareness is the moment-by-moment process of actively and openly observing our physical, mental and emotional experiences. It is about focussing attention on the present, rather than thinking about the past or worrying about the future. Mindfulness practices are a clinically proven tool to support students’ wellbeing and mental health. It involves setting aside time in a quiet space to focus on the present moment.

How can mindfulness practices benefit student wellbeing and learning?

International literature and clinical trials reveal that mindfulness programmes implemented in school settings can help reduce and prevent the symptoms of depression and anxiety in adolescents. It also has the twofold effect of supporting academic pursuits and is demonstrated to aid learning, memory processing and emotional regulation.

Mindfulness programmes have scientific support as a means to:

- Increase resilience
- Increase positive emotions
- Boost self-esteem
- Boost the immune system.
- Improve attention and focus.

Where can I find out more information about mindfulness?

The Smiling Mind website and smartphone app provides information about mindfulness and action-based tools to guide both children and adults through mindfulness practices. www.smilingmind.com.au
Fun Free Activities & Excursions
Tuesday morning (term time) 9:00 - 11:00

Free Social Support Group for Parents/ carers with children with Disabilities or Special Needs. Meet at the Rockingham Navy Club 9am Point Peron Road Rockingham

Children always welcome (but not compulsory). We have two paid staff members to help with kiddies on excursions-

Turn over for details

marillahouse@westnet.com.au
08 9592 7997 marillahouse.com
or our Facebook page for details
Teacher Development School - Update

Warnbro CHS Education Support Centre has been selected as a Teacher Development School (TDS) for 2016-2017.

The TDS initiative acknowledges teachers learn best from other teachers. TDSs share their expertise and classroom innovation across schools, networks and professional learning communities. The TDS initiative provides opportunities for Warnbro CHS ESC to work and collaborate with other schools, facilitating the professional development of our staff and improving outcomes for all students.

We have had a busy start to 2016 and have already provided four TDS professional learning events to schools across the state. Annie Lewington worked with Education Assistants from Canning Vale Community College, providing guidance on how to work well with teachers to meet the needs of students with Autism. Teachers from Canning Vale and Comet Bay have participated in Big Plan training provided by us.

Most recently I have visited Broome to work with staff in the Kimberley region on understanding and developing whole-school career and transition plans that support students exit from school into meaningful and full-filling pathways.

These events have provided opportunities for us to find out about effective practices in other schools and share our expertise with others. We are looking forward to delivering online training and working closely with other schools in term 2.

Hannah Stoneham
TDS Coordinator

Skoolbag App

The Warnbro Community High School Education Support Centre Skoolbag App is available for all parents to download and use for free.

The school app provides a fast, efficient and easy way for parents to communicate information to the school about their child/children. Change of details and student absences can easily be communicated to the school using the built in eForms found in the app. Parents who also download the app will be able to subscribe to receive information from the school in the form of push notifications. This is a great way for parents to be kept informed about upcoming events, including access to school newsletters.

Instructions on how to download and install the Warnbro Community High School Education Support Centre App for both Apple and Android devices can be found to the right.

iPhone & iPad Users

- Click the “App Store” icon on your Apple device
- Type “Warnbro Community High School Education Support Centre” in the search bar
- You will see Warnbro Community High School Education Support Centre appear, click “Free” then “Install”.
- When installed click “Open”
- Select “OK” to receive push notifications when asked
- Click the “More” button on the bottom right of the App, then “Setup Push Notifications”.
- Toggle on the year groups that are applicable to your children

Android Users

You must have first signed up with a Google Account before installing the App.

- Click the “Play Store” button on your Android device
- Click the magnifying glass at the top and type in “Warnbro Community High School Education Support Centre”
- Click Warnbro Community High School Education Support Centre when it appears in the search
- Click the “Install” button
- Click “Accept” for various permissions (please note we do not modify any of your personal data on your device)
- When installed click “Open”
- Click the “More” button on the bottom right of the App, then “Setup Push Notifications”.
- Toggle on the year groups that are applicable to your children
Sporting Achievement

In Term 1, fifteen of our students participate in the annual swimming carnival at Aqua Jetty. It was one of the biggest numbers of students we have taken over in a few years. As the end of the day approached the final tally was completed and the winners announced.

One of our Year 7 girls - Charlyse, won the trophy for runner up champion girl - decided based on her overall efforts across the day.

Three of our other students - Levi, Ashton & Jack just missed out on getting a trophy, each narrowly coming in either third or fourth.

Overall the swimming carnival was a success and all the students had a great time. As we had a high number of students succeed, we will now be taking 5-6 students to the inter-school carnival in the coming weeks.

Warnbro ESC Swim Team

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